



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

PO Box 3200, Somerton, AZ 85350

Somerton Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Frank Reed
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
Web Address :
Phone Number : (928) 341-6200
Fax Number : (928) 341-6290
E-mail : freed@somerton.k12.az.us

Mission

We believe Orange Grove School is dedicated to individual academic excellence, personal responsibility and mutual respect in a safe, nurturing environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü North Central Association Target Area Goal: English. A. Listening. B. Speaking.
- ü North Central Association Target Area Goal: Student behavior.
- ü All students reading on grade level by the end of third grade.
- ü Benchmark every student K-3 as evidenced by Dibbles Assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 350
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Orange Grove Elementary School

Instructional Programs

- Ü Looping
- Ü ELL Programing
- Ü On-Site Special Education/Gifted
- Ü Direct Instruction
- Ü Reading First School
- Ü Dibles
- Ü Dibels Intervention
- Ü Eight Step Process

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/22/2006

Shared Responsibilities

School

Outlined in Title I School/Parent Compact.

Parents

Outlined in Title I School/Parent Compact.

Transportation Policy

Transportation policy is not available at this time.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü North Central Association Accreditation	1999
Ü Highest Achieving School in AIMS for Somerton Dist.	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	269	80010	98	96	99	423	414	447	25	25	10	21	31	18	43	42	53	11	3	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	136	38935	100	99	99	428	416	447	20	22	9	17	30	19	50	45	55	13	3	17
Male	26	133	40974	96	94	98	417	411	448	31	27	11	27	32	18	35	39	52	8	2	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	48	251	34545	98	96	99	423	414	432	25	24	14	21	32	24	44	42	53	10	2	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	NC	10	3979	NC	100	96	NC	NA	424	NC	NA	17	NC	NA	30	NC	NA	47	NC	NA	6
White	NC	NC	35142	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	11	NC	NC	56	NC	NC	28
Students with Disabilities	NC	20	10161	NC	71	93	NC	387	419	NC	45	28	NC	35	28	NC	20	36	NC	NA	8
Students without Disabilities	53	249	69849	98	99	100	426	416	451	23	23	7	21	31	17	45	44	56	11	3	19
Limited English Proficient Students	38	174	14013	97	95	97	413	407	413	32	30	24	26	32	34	37	36	39	5	1	3
Migrant Students	15	75	603	94	97	96	419	410	417	33	28	22	20	32	32	33	37	42	13	3	4
Economically Disadvantaged	53	232	39029	98	97	98	423	413	432	26	26	14	23	30	25	40	41	52	11	3	9
Non-Economically Disadvantaged	NC	37	40981	NC	95	100	NC	416	462	NC	14	6	NC	38	13	NC	46	54	NC	3	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	264	79438	98	95	98	429	428	451	16	14	9	36	39	24	43	44	56	5	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	134	38775	100	97	99	439	437	457	10	10	7	37	37	22	47	50	58	7	4	13
Male	26	130	40560	96	92	97	419	419	446	23	19	12	35	41	25	38	38	54	4	2	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	48	246	34297	98	94	98	427	429	434	17	13	14	38	40	31	44	45	50	2	2	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	NC	10	3940	NC	100	95	NC	NA	429	NC	NA	14	NC	NA	36	NC	NA	47	NC	NA	3
White	NC	NC	34887	NC	NC	98	NC	NC	471	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	18
Students with Disabilities	NC	16	9588	NC	57	88	NC	383	416	NC	44	30	NC	38	32	NC	19	34	NC	NA	5
Students without Disabilities	53	248	69850	98	99	100	433	431	456	13	13	7	36	39	23	45	46	59	6	3	12
Limited English Proficient Students	38	169	13856	97	92	96	414	418	407	21	19	27	47	43	43	32	37	29	NA	1	1
Migrant Students	15	74	600	94	96	96	426	429	418	13	14	22	40	35	38	47	49	39	NA	3	2
Economically Disadvantaged	53	226	38685	98	94	97	429	428	435	17	16	14	36	37	32	42	44	50	6	3	5
Non-Economically Disadvantaged	NC	38	40753	NC	97	99	NC	430	467	NC	5	5	NC	47	16	NC	45	62	NC	3	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	268	79971	98	96	99	398	403	423	14	9	8	45	54	41	38	36	49	4	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	137	38974	100	99	99	418	417	437	10	5	5	37	50	33	47	44	57	7	1	4
Male	26	131	40895	96	93	98	376	388	410	19	14	10	54	59	47	27	27	41	NA	NA	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	48	250	34481	98	96	99	399	404	410	15	9	10	44	53	46	38	37	43	4	1	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	NC	10	3995	NC	100	96	NC	NA	409	NC	NA	10	NC	NA	47	NC	NA	42	NC	NA	1
White	NC	NC	35150	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	35	NC	NC	56	NC	NC	5
Students with Disabilities	NC	19	10258	NC	68	94	NC	374	377	NC	16	23	NC	53	51	NC	32	25	NC	NA	1
Students without Disabilities	53	249	69713	98	99	100	404	405	429	11	9	5	45	54	39	40	36	52	4	1	3
Limited English Proficient Students	38	174	13985	97	95	97	383	395	382	18	11	18	47	54	54	34	35	27	NA	NA	0
Migrant Students	15	74	608	94	96	97	400	401	389	7	9	16	67	54	50	27	36	33	NA	NA	0
Economically Disadvantaged	53	231	38994	98	96	98	396	400	409	15	10	10	45	56	47	36	33	41	4	1	1
Non-Economically Disadvantaged	NC	37	40977	NC	95	100	NC	421	437	NC	5	5	NC	43	34	NC	51	56	NC	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	286	80147	92	95	99	449	461	482	21	14	11	34	29	17	38	47	49	7	10	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	131	39281	91	96	99	452	463	483	17	9	9	37	34	17	40	46	50	7	11	24
Male	31	155	40780	94	95	98	445	460	482	26	17	12	32	26	17	35	48	48	6	8	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	53	262	33494	95	96	99	450	463	466	23	13	15	32	28	23	38	48	49	8	11	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	16	4117	NC	94	96	NC	436	456	NC	25	19	NC	44	27	NC	31	46	NC	NA	8
White	NC	NC	36122	NC	NC	99	NC	NC	501	NC	NC	5	NC	NC	10	NC	NC	50	NC	NC	35
Students with Disabilities	NC	26	10295	NC	68	92	NC	421	443	NC	46	33	NC	27	26	NC	27	33	NC	NA	8
Students without Disabilities	57	260	69852	100	99	100	450	464	488	23	10	7	32	30	16	39	49	51	7	11	26
Limited English Proficient Students	40	167	12722	95	95	97	442	449	441	25	19	27	38	34	33	33	43	37	5	5	3
Migrant Students	18	78	622	95	93	97	435	463	454	22	13	19	50	29	30	22	46	43	6	12	8
Economically Disadvantaged	58	247	38371	94	95	97	448	459	465	22	15	15	34	31	23	36	45	49	7	9	13
Non-Economically Disadvantaged	NC	39	41776	NC	95	100	NC	477	498	NC	5	6	NC	18	11	NC	62	49	NC	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	282	79686	94	94	98	443	451	470	26	15	11	39	40	24	31	43	57	5	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	128	39163	91	94	99	450	456	475	17	10	9	43	38	22	33	48	60	7	3	10
Male	32	154	40438	97	94	97	436	446	465	34	18	13	34	41	25	28	38	54	3	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	54	259	33299	96	95	98	445	451	452	28	15	17	33	39	32	33	43	47	6	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	15	4087	NC	88	96	NC	436	446	NC	13	16	NC	60	38	NC	27	44	NC	NA	2
White	NC	NC	35914	NC	NC	98	NC	NC	489	NC	NC	5	NC	NC	15	NC	NC	67	NC	NC	14
Students with Disabilities	NC	22	9808	NC	58	87	NC	430	432	NC	23	35	NC	59	32	NC	18	30	NC	NA	3
Students without Disabilities	57	260	69878	100	99	100	446	452	475	25	14	8	37	38	23	33	45	61	5	3	9
Limited English Proficient Students	40	163	12594	95	93	96	433	435	422	33	20	34	40	51	45	25	29	21	3	1	0
Migrant Students	18	76	611	95	90	95	428	451	439	33	14	22	44	42	39	17	37	37	6	7	2
Economically Disadvantaged	58	242	38095	94	93	97	444	449	452	26	15	17	38	41	32	31	40	48	5	3	3
Non-Economically Disadvantaged	NC	40	41591	NC	98	99	NC	461	486	NC	10	6	NC	33	16	NC	58	65	NC	NA	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	289	80372	92	96	99	447	467	475	10	4	4	49	35	30	41	61	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	130	39452	88	96	99	451	472	488	10	3	3	38	31	22	52	66	72	NA	NA	3
Male	32	159	40836	97	97	98	444	463	464	9	4	6	59	39	37	31	57	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	52	264	33608	93	96	99	448	467	462	8	3	6	52	36	36	40	61	57	NA	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	16	4128	NC	94	97	NC	459	464	NC	6	4	NC	31	39	NC	63	56	NC	NA	1
White	NC	NC	36213	NC	NC	99	NC	NC	489	NC	NC	2	NC	NC	22	NC	NC	72	NC	NC	3
Students with Disabilities	NC	28	10526	NC	74	94	NC	415	427	NC	14	15	NC	54	53	NC	32	31	NC	NA	1
Students without Disabilities	56	261	69846	98	100	100	452	471	482	7	3	3	48	33	26	45	64	69	NA	NA	2
Limited English Proficient Students	39	168	12747	93	95	97	443	457	432	10	5	12	54	41	52	36	54	36	NA	NA	0
Migrant Students	17	79	621	89	94	97	439	470	452	12	4	9	53	33	40	35	63	51	NA	NA	0
Economically Disadvantaged	58	249	38521	94	96	98	447	464	461	10	4	6	47	35	38	43	60	55	NA	NA	1
Non-Economically Disadvantaged	NC	40	41851	NC	98	100	NC	486	489	NC	NA	3	NC	35	22	NC	65	72	NC	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	293	79306	89	95	99	516	483	504	3	19	13	17	29	20	54	43	49	25	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	151	38845	87	95	99	513	483	505	4	19	11	19	30	20	59	44	50	19	7	18
Male	36	142	40383	90	95	98	519	483	504	3	19	14	17	27	19	50	42	47	31	11	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	52	275	32673	88	95	99	519	483	487	2	19	18	13	28	25	60	44	46	25	8	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	11	4034	NC	85	97	NC	472	479	NC	18	22	NC	36	29	NC	45	43	NC	NA	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	NC	27	10286	NC	73	91	NC	443	462	NC	48	41	NC	22	27	NC	30	27	NC	NA	5
Students without Disabilities	61	266	69020	95	98	100	516	486	510	3	16	9	18	30	18	52	45	52	26	10	21
Limited English Proficient Students	24	153	10291	86	94	96	497	464	458	4	30	38	21	34	34	71	35	26	4	1	2
Migrant Students	18	89	630	78	91	95	519	484	478	NA	19	24	22	27	27	50	45	43	28	9	6
Economically Disadvantaged	51	250	37437	85	94	97	516	480	486	4	20	19	18	30	26	55	42	46	24	8	9
Non-Economically Disadvantaged	12	43	41869	100	100	100	518	499	521	NA	12	7	17	23	14	50	49	51	33	16	27

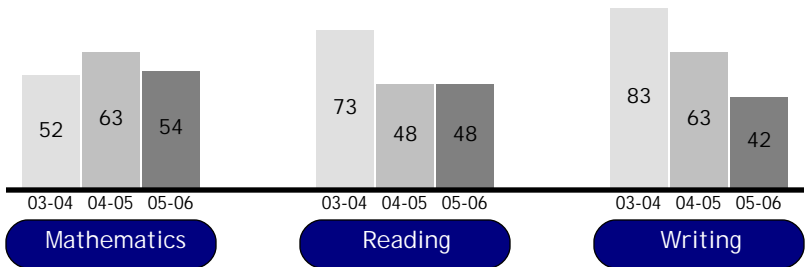
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	291	79000	86	94	98	477	469	489	11	14	10	34	38	24	51	46	58	3	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	151	38774	87	95	99	482	475	494	7	11	7	33	40	22	59	47	61	NA	3	10
Male	34	140	40150	85	93	98	474	463	485	15	17	12	35	36	25	44	45	55	6	1	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	50	272	32508	85	94	98	477	470	472	8	13	15	38	38	33	52	47	49	2	2	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	12	4016	NC	92	96	NC	451	467	NC	25	14	NC	42	37	NC	33	46	NC	NA	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	--	25	9991	--	68	88	--	425	449	--	48	33	--	32	36	--	20	29	--	NA	2
Students without Disabilities	61	266	69009	95	98	100	477	473	495	11	11	6	34	39	22	51	48	62	3	2	10
Limited English Proficient Students	22	150	10199	79	92	95	453	448	439	18	23	35	55	51	47	27	26	18	NA	NA	0
Migrant Students	17	87	629	74	89	95	465	464	457	12	16	22	47	38	41	41	46	37	NA	NA	1
Economically Disadvantaged	49	248	37234	82	93	97	475	466	472	12	15	15	33	39	33	55	45	50	NA	1	3
Non-Economically Disadvantaged	12	43	41766	100	100	99	486	489	505	8	7	5	42	33	16	33	51	65	17	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	301	79611	90	97	99	505	493	496	3	5	7	28	40	37	69	55	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	157	39016	94	99	99	523	507	511	NA	4	4	21	31	29	79	66	66	NA	NA	1
Male	35	144	40519	88	96	98	490	478	482	6	6	10	34	50	44	60	44	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	52	280	32855	88	97	99	512	494	481	2	5	10	23	40	43	75	55	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	13	3992	NC	100	96	NC	479	478	NC	8	10	NC	46	46	NC	46	44	NC	NA	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	--	29	10664	--	78	94	--	421	440	--	24	23	--	59	54	--	17	22	--	NA	1
Students without Disabilities	64	272	68947	100	100	100	505	499	504	3	3	4	28	38	34	69	59	61	NA	NA	1
Limited English Proficient Students	22	156	10362	79	96	97	478	471	438	9	8	22	36	54	57	55	38	21	NA	NA	NA
Migrant Students	17	90	636	74	92	96	480	485	467	12	7	14	24	47	47	65	47	38	NA	NA	0
Economically Disadvantaged	52	257	37626	87	96	98	502	490	479	4	5	10	31	42	45	65	52	45	NA	NA	0
Non-Economically Disadvantaged	12	44	41985	100	100	100	517	509	511	NA	2	4	17	25	30	83	73	65	NA	NA	1

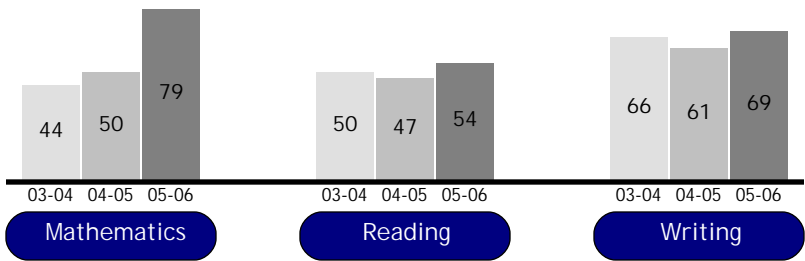
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	55	NA	58	97	34	33	47	100	37	34	46
	Language	97	65	47	50	97	48	43	47	100	54	50	48
	Mathematics	97	65	65	64	93	44	36	50	100	56	39	52
3	Reading	100	62	NA	55	100	36	33	44	98	30	27	46
	Language	100	73	59	61	100	39	37	44	98	37	35	46
	Mathematics	100	77	58	61	100	42	40	51	98	34	27	52
4	Reading	96	38	NA	56	100	40	36	48	95	34	37	52
	Language	97	44	38	52	100	42	38	49	94	32	39	52
	Mathematics	96	50	46	61	100	53	43	53	92	34	43	58
5	Reading	95	45	NA	55	100	32	36	50	90	43	39	56
	Language	97	52	35	49	100	38	39	50	90	46	39	54
	Mathematics	100	56	42	63	100	32	36	49	93	52	35	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Orange Grove Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Reading Direction
- ü Title 1 Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	1.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	1	0	0
10 or more years	5	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	2
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Media Center

Extracurricular Activities

- ü Student Council
- ü Academic Afterschool Programs
- ü Academic Before School Programs

Social Services

- ü DES Services
- ü Title 1
- ü Afterschool Program
- ü Literacy Classes
- ü Health Services
- ü Parenting Classes

Orange Grove Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü First elementary school in Yuma County to ever be accredited academically by the North Central Association.
- ü Nominated as a Blue Ribbon School by the United States Department Of Education.
- ü 1 of 4 schools in Arizona recognized by ASU Morrison Research Institute for sustained reading achievement involving Hispanic youth
- ü 1st school in Arizona to have a kinder teacher benchmark 100% of her students according to Dibels Data.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Teaching life skills to all students. North Central target area goal of good student discipline. Parent League meetings promoting a safe school environment. No tolerance procedure on school violence. Presentation by SRO officer on school violence, etc.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Frank Reed	(928) 341-6200
Transportation Policy	Maria Villarreal	(928) 341-6060
Community Resources	Maureen Irr	(928) 341-6030
School Nutrition Programs	Paul Filby	(928) 341-6423
Parent Organization	Imelda Zarcaries	(928) 341-6200
Student Health/Nurse	Ruby Carbajal	(928) 341-6200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.